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ABSTRACT

This paper discusses roles of early childhood teachers in the context of a perspective which views the changes that have occurred in the education profession as surface changes only, and which suggests that teachers should not lose connections with the roots of their profession. The value of many past beliefs and practices has been confirmed by current research. The importance of guided play, for example, has been rediscovered and corroborated by recent studies. Early childhood teachers work in very diverse situations in which they confront increasingly complex issues relating to poverty, health, immigration, and the family. Teachers must therefore become more cognizant of the roles they play in their students' lives. These roles may include caretaker, support agent, facilitator, counselor, and curriculum designer, as well as instructor. To support teachers in their career development, inservice teacher education programs need to be available in a variety of formats. Teacher education programs need to take account of the diverse theoretical and empirical bases of the profession, changing social issues in society, new approaches to play, the roles of teachers, and the characteristics of student teachers. (MDM)

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THINKING AHEAD - EARLY CHILDHOOD TEACHERS' ROLES INTO THE 1990s

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In this paper I am going to take the view that despite sweeping changes in our profession that have created self-doubt and loss of identity that these are but surface changes. At a deeper level the changes and advances need not cause us to lose connections with the roots of our profession. Many past beliefs and practices have been confirmed by current research from a diversity of knowledge bases. In other respects there is a swing back towards a need to consider the health and fitness needs of children as well as catering for the social, emotional and cognitive domains of child development. Teacher Education programs need to take account of the diversity of theoretical and empirical bases of the profession, the changing social issues in our society, new approaches to play, the roles of teachers, and the characteristics of student teachers.

1.. DIVERSITY

The competent graduate from an early childhood teacher education program (birth to 8 years) is able to seek employment from a diverse range of situations. Of 87 students who graduated in South Australia in December 1986, 27 gained employment in child care, 19 are teaching in kindergartens, 24 are teaching in schools, 4 are involved in after school care programs, 1 is a governess, 1 is a nanny, 2 students are employed in work that is unrrelated to teaching, and 9 are continuing study in degree courses. This array of teaching milieus I am sure is reflected in other states and countries as well. Anne Meade's case study research in New Zealand early childhood centres studied staff in 3 different kinds of early childhood programs, kindergartens, play centres, and child care centres. Furthermore when you consider country

and urban programs, mobile units and drop-in centres, the diversity increases still further. In addition to the extended range into non-traditional employment domains, there has been an explosion in the knowledge base of early childhood education in recent years. Research and theory related to early childhood education is not only confined to specialist early childhood publications but is embedded in a wide range of diverse journals and periodicals, that reflect the extent of the interest in the area. This very profusion challenges the research skills of the student and practitioner to keep up with developments and raises problems of access to all but the privileged who work close to a library resource centre. For example, papers used in the preparation of this paper illustrate some of the diverse sources. The sources range from 'Educational Leadership' to the 'Journal of the Association for the Study of Perception', 'The Educational Forum', 'Early Child Development and Care' to name but a few. In view of the relative diversity and the volume of new material, all of us have to strive to keep abreast of the theoretical and empirical bases of our profession.

It should be apparent also that relevant literature about child development or early childhood education is published for a wider audience of readers than teachers and caregivers. It also follows that material written for another audience may be of considerable relevance to early childhood practitioners but they have to read it and critically evaluate its relationship and application to early childhood education. Young teachers graduating today and in the future need to be confident enough of their own knowledge and philosophical base that they can analyse and classify new material and assess its suitability for a particular teaching context, or group of children. They need to

be in touch with their foundations in child development and curriculum theory. As Elizabeth Jones so aptly said teachers need '... not only a firm base of theory in their bones' but they must know how to function appropriately and be able to account for their actions in terms of child development or the ways that children learn. Whereas by contrast 'The intuitive competent caregiver makes decisions on the affective rather than the rational level, drawing on 'mother wit' rather than on text books. (Elizabeth Jones, 1984, 185-6). The student teacher of today and in the future must be able to personally integrate the discrete elements of a teacher education course and assimilate all the segments into their gradually developing teaching skills.

The final diversity element in this section relates to the multiplicity of interpersonal interactions that are a feature of early childhood teaching and caregiving. In some pre-schools that I visit there will be at least two groups of thirty children who attend in one day. Each of the 60 children is brought into the playroom by a parent or care giver and collected from there at each time of attendance. It would be rare that there was not personal interactions between staff and parent each time. Regular staff are also joined by student teachers, high school students, volunteers and specialist teachers for children who are being mainstreamed. Some courses have been able to make changes in recognition of these pressures. Rodd describes an interpersonal skills training program that was designed to help to meet the needs of early childhood workers in this regard (Rodd 1987, 241-252).

Finally I should also mention the importance and the changing nature of the cultural context of the families in an early childhood centre. In the past we perhaps erred in emphasising the psychological needs and

developmental characteristics of children, and we overlooked the cultural domain. Yet we know that it is essential for the successful socialisation of a child that his culture is a part of the program of that centre. As we shall see in the next section the range of cultures which a teacher needs to be familiar with may fluctuate from time to time with the outcome of immigration policies.

2. SOCIAL ISSUES

It was Bernstein who said that 'Education cannot compensate for society', and no one would argue that there have been massive changes in our society. Among the factors that I believe will influence teachers in the years ahead are poverty, health, immigration policies, and changes in the family. I am not an expert in any of these areas but together we need to reflect on the future effects of these factors for young teachers.

A recent paper on 'Child poverty and children's health' was presented at a conference in Adelaide by Neville Hicks, John Moss and Ruth Turner. The authors bring out the link between poverty, poor health and behavioural disturbance. They quote that

> In a longitudinal study of the infant population in a disadvantaged inner-Melbourne suburb containing a high proportion of recent immigrants, Carmichael and Williams found that 22% of infants were reported to have moderate behavioural disturbances with 13% severely affected. Mothers were more concerned by these than by organic illness. (P.8)

Not only is a family disadvantaged by poverty and ill-health but Hicks et al. explain how this malaise spreads, so that '... socially disadvantaged neighbourhoods feature not only family poverty but also underinvestment in social and physical infrastructure ...' (p.17).

It is already apparent that teachers are taking on an advocacy role in assisting families to obtain services for their children, only to find that geography and access to public transport may defeat their efforts in obtaining regular attendance for a child at the health service.

Our knowledge abut the family in Australia is being constantly expanded and updated by the work of the Institute of Family Studies in Melbourne. In a recent book published by Amato the author(s) report that despite changes in structure and the range of non-traditional families in our society that children have shown remarkable resilience. The growth of competence found by the authors is a reassuring factor. A key to helping explain this factor may come from Patricia Minuchin speaking about children coping with change -

> The child's paradigms for coping with change start here. They are based on the family's patterns for adapting to new realities and include the flexibility to find new ways of functioning and the capacity to tolerate confusion, seek and offer support to other people, and resolve conflict under stress. Children develop a coping style simply by being part of the family at points of major change. (1987, p.253).

When families are struggling to survive an additional focus of importance shifts or is thrust upon the role of settings other than the family in children's development. Personnel in early childhood services are inevitably amongst those who are closest to these families.

Immigration policies have been at the forefront of debate in recent times with both protagonists and opposers. It seems likely that South East Asia will be the source of possible future waves of migration. Japan is now a major source of financial investment and tourism, and there is already a demand for Japanese-speaking staff for the airlines services and the tourist industry. These social changes will add to

the cultural diversity of the Australian population and broaden the range of potential community languages that will be spoken in Australia. Early childhood services are always amongst the first to meet these changes and we should be prepared. We need to ensure that the curriculum for programs of group care and education should be founded on a respect for cultural and racial diversity. Students and later teachers need to 'infuse' the whole curriculum with multicultural approaches and ensure that the culture of every group is included within the program.

A further and different social issue has arisen in the United States and exists in Australia also. When many of us who first read 'The hurried child' by David Elkind (1981) we felt that it evoked reflections of Australia too. The syndrome has developed the label of 'Hothousing' and it is clear that it can be classed as a middle class phenomenon. Gallagher and Coche describe it thus:

> Demographic changes regarding ages of parents, divorce rates, the number of dual career couples, and the impact of maternal employment, have produced a generation of parents who have less time to spend with their children and higher anxiety ... Parents whose children are in hothousing may overstructure their toddlers' learning because of their own inadequacy and guilt. (Gallagher and Coche, 1987, p.203)

What is of major concern is the risk that there are signs that parallel data on precursors of emotional disorders and the fear that parents may be unwittingly establishing circumstances that parallel the situation of emotionally deprived children. Parental anxiety can be conveyed to preschool teachers too with such urgency that there is a tendency to over-emphasise early school readiness accompanied by a restriction of time allocated for play. If parents too are turning into teachers the emotional needs of the child may fail to be met.

The emotional development of children is also at the heart of the current concerns with the evidence and reporting of Child Abuse in our community and overseas. Mandatory reporting of suspected abuse has created a dilemma for teachers and caregivers that I cannot over-emphasise, but I will not dwell on the topic in this instance as this social issue is covered very effectively elsewhere. A less visible set of fears and suffering is emerging in Europe and elsewhere and that is the threat of nuclear war. When I was in Europe in the summer of 1987 I met professionals who were running workshops for teachers concerned with helping children deal with the fear of war. I do not think that children in Australia are immune by distance when television brings world events daily into our lives. There is no escaping the evidence that the emotional aspects of child development are emerging as concerns which will need greater attention by teachers in the future.

This section on social issues would not be complete without a further mention of health issues. The link between poverty and health and behavioural disturbance has already been made. There is also the issue of AIDS that has emerged as a major international public health issue. The situation of AIDS positive children enrolled in centres has already arisen and statements about AIDS policy in children's services are being prepared. In the long term this topic has caused a revolution in community attitudes and has raised the discussion of what were considered private sexual matters that belonged in the family, into the realm of public discussion and target of advertising. The implication of sexually transmitted diseases, and the incidence of child sexual abuse have caused us to realise that sex will have to become a topic of discussion, of children learning of the appropriate vocabulary, and the building of appropriate responsible social attitudes to sex within the context of cultural and societal values.

1. PLAY

In recent years there has been the amalgamation of small, specialist early childhood colleges into larger multi-purpose colleges of advanced education. With this structural reorganization came the introduction of 'umbrella' awards designed to encapsulate early childhood to secondary teaching. One of the effects of these changes was that early childhood education became structured under the same subject classifications of science, maths, social studies and play as a subject label disappeared from its former prominence in courses of training.

Paradoxically, at the same time as this mainstreaming of early childhood teacher education was taking place play was again attracting the serious attention of theoretical and empirical research. Marianne Parry of Parry and Archer fame (1975) drew attention to two levels of play. There is one kind which 'can sometimes look good with the children actively involved, and yet lack the elements which contribute towards educational growth'. By contrast Parry says 'teachers should look for ... the importance of progression and challenge for each child, for the possibilities of a sense of achievement among the children ...'.

Johnson and Ershler reviewed the 'curricular effects of the play of preschoolers' (1982) under the heading of 'Ecological influences on children's play'. Early in their paper the authors commented on the complexity of their task when they said -

> ... curricular effects may interact with the child's play predisposition which emanate, in part, from parental socialisation practices and attitudes. Given these conceptual and methodological problems, it may not seem too surprising that relatively little empirical work has attempted to measure the impact of the preschool curriculum on the play behaviour of young children. (1982, p.131)

Their review led the authors to conclude that the presence or involvement of a teacher around playing children does not necessarily ensure that the play is educational. In fact Spodek (1974) outlined educational play as 'activity that includes teacher involvement'. This dimension of the teachers' involvement and the style and quality of that contribution to children's play has been studied intensively. This interest arose at the time when the United States had been sponsoring programs for disadvantaged children under the title of Head Start and its crop of descendents. The effect of long-term findings about the outcome of the High/Scope program by Weikart and his followers was that the effects were long-lasting for the children. It has also been possible to demonstrate the long-term effectiveness of Weikart's scheme of guided play. Sylva (1984) also found that 'guided play - rather than free play - was central to the pre-school experiences of the children who were more committed to school and functioned 'better' as young adults'. (P.179)

The role of adults as play partners has been shown as able to enrich the play. Bruner goes so far as to stress the importance of partnerships in play from the earliest weeks of a child's life (Sylva, p.180). The adult provides the moral support and companionship that builds what Bruner calls the 'scaffolding'. This metaphor of construction that conjures visions of pipes and planks and disguises the social and human face of the role. The adult 'encourages', 'suggests' and provides the language for the ongoing activities, and helps the child to perceive what has been achieved. Likewise Weickart's whole program had a cycle of planning, doing and renewing. These approaches to guided play and the adults' role therein have significance for teachers. As Johnson and Ershler said

> 'Teachers are urged to become more of a play connoisseur and to intervene at opportune moments to raise the level of the child's behaviour from a lower level of social or cognitive play to a higher level. If the child is playing to capacity, the child presumably is more likely to gain developmentally. (1982, p.139)

A further dimension and dilemma for teachers and student teachers concerns such questions as what to do about the child who does not play, where does respect for individual differences end, and the teachers' responsibility begin? What should a teacher do when a child fails to take advantage of a planned play environment. Cecil et al. (1985) look at the 'Curiosity - exploration - play - creativity mosaic'. The authors are highlighting the 'professional decision-making process which provides a learning environment'. Thus teachers need an understanding of normal development so that they can predict which materials are likely to succeed. They need to be continuously observing children's play, and they need to be able to ask the question, or initiate an idea which will keep the child motivated. These are the processes that the adult partners need to use. In 'zooming in' on play interactions Hodgkin reminds us that cultural elements must also be a part of the interpretation and of the choice of materials. He says 'The teacher is responsible both for making and protecting the child's space and for introducing into it appropriate structural elements which derive from the surrounding culture'. (Op.cit., p.26).

As a specific example I will quote from Chazen et al. (p.64) about a framework for teachers to use to structure pretend play. Dramatic play or pretend play are prime situations around which teachers can introduce child-centred learning. Between the two poles of formal dramatised stories on the one hand and provision of home corner

materials only at the opposite lies a range of approaches which teachers can use. Chazan suggests that children's imagination can be fed through direct experiences; stories can be read or ideas can be introduced through the medium of other media. Thus the teacher has a stimulator role by means of exposing children to direct or simulated experiences. They can provide time, space, and a range of materials, or they can take the lead from the children and build learning situations ONTO their pretend play.

In this section my purpose has been to revisit the place of play in early childhood teaching. Some of the implications of this new look at play will be apparent as we look at the 'many sidedness' of teaching in the next section.

4. TEACHERS' ROLES

The idea that people are socialised into particular roles or that one learns the various roles of a teacher, nurse or secretary comes from sociological theory. Bruner said -

> Learning a role ... is like learning a language or learning a set of rules (generative and transformational, both) that permit one to construct appropriate reactions in social situations and to avoid generating inappropriate ones .... (Bruner, 1968)

Role theory has been found to offer a useful framework for analysing the 'many sidedness' of teaching which Hodgkin describes. The notion of roles is also useful in that it implies something that is learned and therefore people can work on acquiring the necessary skills and attitudes.

TEACHERS' ROLES

Poole 1979	Saracho 1984
Caretaker	Decision-maker
Support Agent	Organiser of Instruction
Facilitator	Diagnostician
Instructor	Curriculum Designer
Educational Collaborator	Manager of Learning
Evaluator	Counsellor/Adviser
Experimenter	
Disseminator	
Curriculum Creator	

Katz (1973, 74) — Hodgkin 1985

caretaker

providing emotional support and guidence

instructor

facilitator

Teachers' four main roles in relation to the process of discovery

Judge: he tests and evaluates a learner's skill and achievement

Fool: he plays and encourages play

Instructor: challenges to the learner

Prophet: he mediates symbols and vistas

Katz (1973, 74) defined four roles for a teacher: that of caretaker, of providing emotional support and guidance, instructor, and facilitator. Most other authors favour an analysis which includes a greater number of roles for example, of which Poole's (1979) classification is particularly familiar to us. Poole's list is as follows: caretaker, support agent, facilitator instructor, educational collaborator, evaluator, experimenter, disseminator and curriculum creator. Saracho (1984) streamlined her list to six roles: decision maker, organiser of instruction, diagnostician, curriculum designer, manager of learning, counsellor/advisor. Each of these major roles is then further analysed into the knowledge bases, skills and attitudes involved. This detailed view goes some way to revealing some of the deeper levels of theory and practice that comprise some of the 'many sidedness' of early childhood teaching. All of these models have much in common. However another more recent view proposed by Hodgkin (1985) focusses in on the teacher's role in relation to the process of discovery. This view of the teachers' roles meshes with the complexities of the new directions for a teacher's role in play. Hodgkin's view is that the teacher's first role is protective - that is to keep back the pressures of the world to create space for the child so that learning can take place. 'Play is the activity which most strongly characterises such space and so the most fundamental role of a teacher, both actively and passively, is that which relates to play'. (1985, pp.81-82).

Child Centered			Teacher Directed
	Questions	Modeling	
Active looking-on	Non-directive statements	Directive statements	Physical intervention

FIGURE 2 Teacher behavior continuum (Wolfgang 1977)

Wolfgang, C.H. and Sanders, Tobie, 1977, p.113.

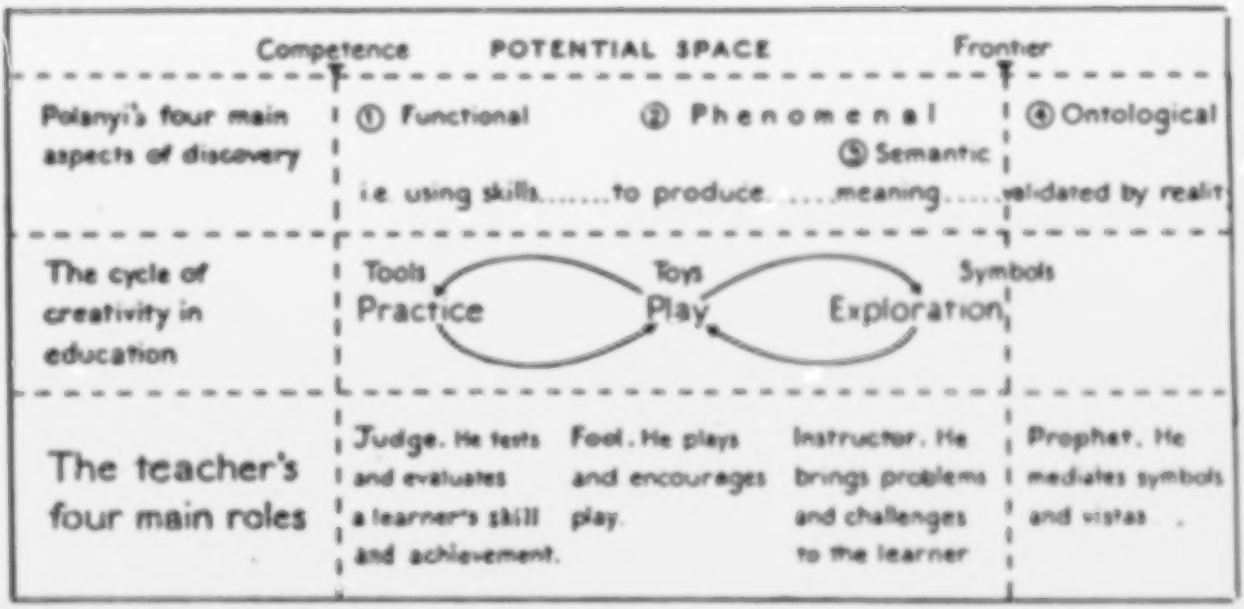

Figure 3 The teacher's roles in relation to the process of discovery

What is interesting is that Hodgkin was not writing a book about early childhood education, but he is talking abut all learners: children, adolescents or adults. It is this set of roles in relation to children's play which I want to reflect on for a moment. In Figure 1 you can read the four main roles according to Hodgkin. These are Judge - he tests and evaluates a learner's skill and achievement (we would do that by observation). Fool - he plays and encourages play: Instructor - he brings problems and challenges to the learner (this begins to sound the same as extending children's play): Prophet - he mediates symbols and vistas. This sounds like Sylva's guided play. The prophet role also aligns with the situation that Bruner calls the adult providing the 'scaffolding'. 'He encourages when problems arise, suggests when children run out of steam, and, when it's over, he reflects back the child's achievements' (Sylva, 1984, 181).

I would like to persist with the 'prophetic role' a little longer to probe the implications it has for a teacher. Hodgkin's use of the word 'prophetic' underlines the art of teaching as opposed to the science, and this is oriented to 'making the future more real to a learner' (p.96). The way that this is done is by:

> Asking questions at the last moment, by generating myths, by turning accidents to good effect, by being sensitive and imaginative in regard to symbols - especially the learner's own symbols, by persuading important people to let time operate, by challenging deeply-ingrained prejudices. (Op.cit., p.96).

Hodgkin is not really speaking in riddles but in the language of prophecy to suspend reality long enough for us to conjure upon it.

To return to a more prosaic level I now follow with a table for teacher facilitation in play giving different levels of responses from left to right. One of the dilemmas of teaching in a play program is the amount and extent of the adult's intrusion into the domain of children's play. This teacher behaviour continuum does not break new ground but clarifies familiar practice.

Tamburrini has discussed two kinds of interaction styles which a teacher may adopt with regard to children playing. These she calls the redirecting style or the extending style. The redirecting style is based on the teacher's preconceptions and his or her curriculum priorities. Frequently this situation involves the teacher shifting children's focus of attention to a cognitive task such as recording what he is doing. This style Tamburrini finds, devalues children's play whereas in the extending style the teacher 'tunes in' to the children's play and then intervenes in a manner designed to help children 'to be more inventive, less rupetitive, or to elaborate a theme' (Tamburrini 1982, 216). This method develops children's language by the elaborating style and it shows that the teacher values children's spontaneous play.

Finally in this section on teachers' roles, I want to spend a few minutes on the roles of curriculum designer and evaluator, and remind us of the ideas of Dewey (1933) and his ideas of reflective action. Zeicher defines Dewey's reflective action thus: 'Reflective action entails the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads'. (Zeicher and Liston, 1987,

p.24). This mode of approach and disposition to reflect is more than ever necessary for today's and tomorrow's teacher. School-based or centre-based curriculum decision making has thrust new respnsibilities and accountability upon schools. Pre-schools and child-care centres always have had the responsibility for their own quality of program planning. Whether one is talking about teaching children or student teachers, we need to heed Zeicher's words when he said: 'If an inquiry-oriented program is to be successful in meeting its goals, then its staff, curriculum, and institutional environment must express these qualities of reflectiveness and self-renewal'. (Op.cit., p.26).

Not only do teachers need to reflect upon their personal effectiveness but also about their curriculum and the goals of the Centre. Social issues and purposes should shape the curriculum of schools and changes should follow the directions that a society wants for its children. Speaking of teacher education programs, Zeichner says

> The curriculum of the program should reflect in its form and content a view of knowledge as socially constructed rather than as certain. This requires a curriculum for student teaching that is reflexive rather than received. (Op.cit., p.27).

Moving up from the curriculum of one program to the educational unit as a whole we turn to the writing of Sergiovanni. In his paper on 'Leadership and excellence in schooling' the author discusses the culture of one school as compared with another. Sergiovanni says 'Cultural life in schools is constructed reality, and leaders play a key role in building this reality'. (1984, p.9).

Many of us have seen a new staff in a child care centre or pre-school team building and constructing a reality which has priorities that match the values and beliefs of the staff and are sensitive to the cultural values of the community that it serves.

In this section we have discussed very briefly some complexities of the teachers' roles in relation to play and have glimpsed how reflective teaching is as relevant today as when Dewey proposed the idea in 1933. Teachers have both individually and collectively an important role in interpreting a curriculum that is responsive to changing social needs and priorities. It has been shown by various writers that teachers can modify their approaches if they are responsive to what Hunt calls 'student pull'. Hunt is indicating that as has been shown in mothering that there is a necessary reciprocal meshing of infant and child to each other's cues, so there is in teaching a necessity for 'teachers flexing to students' (op.cit.). This flexing implies an open style of teaching as in a play-based curriculum. Individuals vary in their levels of responses and their cognitive style. Saracho and Spodek (1981) have studied teachers and children along the dimensions of field dependence versus field-independence. What is significant for teachers and teacher educators is their finding that these broad characteristics are modifiable and that 'Field-dependent persons can be helped to become more analytic and autonomous, while field-independent persons can be helped to become more socially oriented and more sensitive to social needs'. (1981, 156). The implication of this finding is that both preservice and inservice teachers <u>can</u> change and modify their teaching styles. 'They could be helped to extend their range of teaching behaviours ... Observing children ... would be a helpful activity for all teachers, no matter what their initial cognitive style'. (Op.cit., 158). This finding highlights some of the methods that can be used to assist teachers to manage change. Yet in the case of inservice needs of experienced teachers there can only be change achieved when it is voluntary. The degree to which people are

willing to change is also open to individual differences which Katz ( ) calls dispositions. This willingness to expose oneself to or for new ideas or situations is at the nub of the reflexiveness of an individual to change.

5. THE WAY AHEAD

Change is going to continue to be a feature of the professional field of early childhood education. To support teachers in their personal career development it will be increasingly necessary for inservice programs to be available to all those who need them. These inservice programs will need to be available in a range of formats that will meet the needs of isolated teachers and across the diversity of employment situations that are current. There is no selection of students in preservice programs beyond tertiary entry qualifications, but it would be very desirable if students from a wide range of racial and cultural groups were represented. The strength of the pressure of social issues and the teacher's ability to cope with the interpersonal demands of the role, presupposes that the student made an informed choice about being a teacher in the first instance.

Content of Courses

Human Development

Traditionally all early childhood education courses have had a core of human development, although this aspect may have become eroded with the new structuring of courses. Rapid developments in the knowledge base in child development mean that inservice teachers may need to return to this aspect of study even if their original programs had provided this subject area. Student teachers will need as much knowledge about

emotional aspects of a child's development as of social and cognitive areas. The notion of the needs of the 'whole child' have never been more important. Because of the social pressures and the link between poverty, health and disturbed children, teachers need a repertoire of skills for dealing with children who have pre-eminent emotional needs.

Student teachers working with children from a diverse range of cultures need to be personally knowledgeable about the home cultures of the groups that are part of the Australian population now, and of groups that may arrive by immigration in the future. Students who speak the community languages of these groups should be encouraged. This form of cultural literacy goes beyond the general requirements for multi-cultural approaches across the curriculum.

The study of a teacher's role in play should be disseminated across all of the curriculum content of all units. However the study of the theoretical models of teachers' roles, and the actual practice of the teachers' roles with respect to playing children will probably be ultimately the responsibility of those involved with the practicuum elements of programs - both by the cooperating teachers and the supervisory lecturers. This implies that supervisors of students will be able to spare the time to teach students where necessary, and to encourage students to analyse the effects of various modes of response on the play pattern of large numbers of children.

Reflective practice will also have to be developedwithin the student teachers' practicum experience, from the earliest days. Where the disposition to reflect is slow to develop, student teachers will need to be helped to develop the skills needed to be more field independent or field dependent along the lines suggested by Saracho and Spodek.

The diversity of the knowledge base and considerations of the implications of new knowledge must lie across all subject areas. Student teachers need exposure to set text-books, but they will need also to be directed to journal articles and the primary literature from the beginnings of their courses. The quality of students who enter courses and their matriculation scores suggest that they are capable of working and reading at a theoretical level as well as a practical one. Reflective practice can also be developed through discussion and evaluation of different approaches to child development, curriculum and teaching.

In order to assist student teachers to develop teaching strategies across as wide a range as possible practicum placements need to provide for some sociocultural diversity as well as by children's age range and placement type.

The curriculum planning dimensions of the teachers' roles also lies across subject areas in the curricula for most early childhood courses. The onus for ensuring that student teachers integrate their diverse roles with respect to this vital element in high quality programs, is again likely to be the prime responsibility of supervisory teachers in the practicum, and of the supervising college lecturers. In view of the reduction in funds to colleges, the role of the lecturer from the college is likely to be reduced rather than increased. Student teachers will have to make more of the connections themselves and will be forced to adopt greater skills of self-analysis and develop their own personal coping style.

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